

Pupil Premium

Purpose: The government provides academies and schools with additional funding to help reduce the inequalities and gaps in attainment between those students who are on free school meals (or have been in in the last 6 years) and their peers. This funding is called the Pupil Premium.

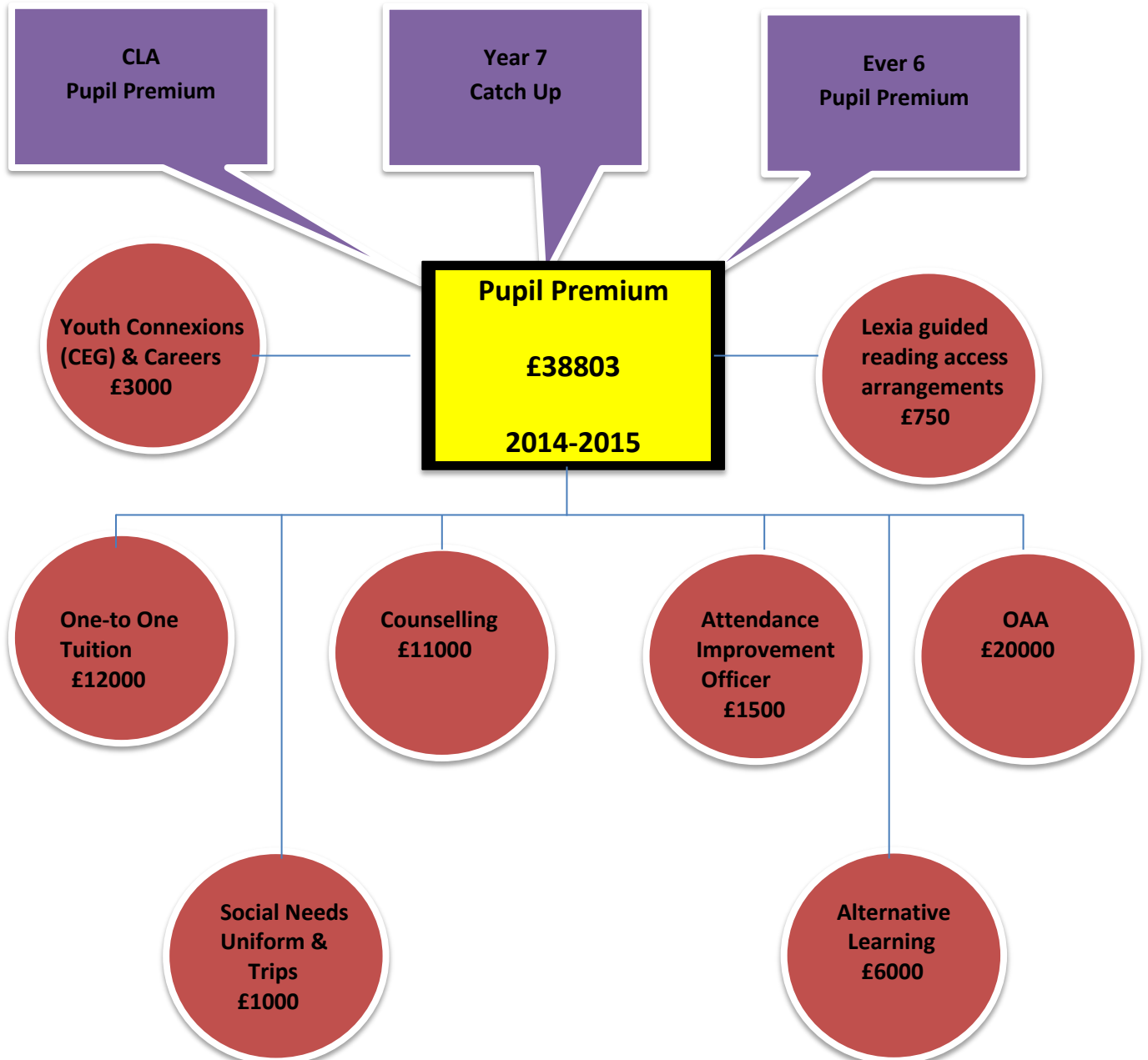
Every academy and school can select how they choose to use their Pupil Premium allocation, as they are best placed to assess what additional provision should be made for students. Pupil premium funding was first introduced in April 2011. It is allocated to pupils who are currently known to be eligible for free school meal or have received free school meals in the last six year and pupils who are looked after, from the first day of the care episode.

Use of the Pupil Premium at Falconer School 2014-15

Our vision goes well beyond simply narrowing the gap between those who are economically advantaged and those who are not. We are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications, emotional resilience and attributes necessary to be successful and to thrive in society beyond school age.

Usage ACADEMIC YEAR	FSM (% / No of Students)	CLA (% / No of Students)	Income Received for Pupil Premium	Per Pupil Income
2012-2013	59% (40)	6% (4)	£26,400	£600
2013-2014	60% (42)	7% (5)	£38,700	£900
2014-2015	63% (43)	10% (7)	£38,803	£935

Funding Map: Pupil Premium



With 43 students meeting the criteria for Pupil Premium, Falconer School has added a further £16447 to the PP fund from the school budget, to ensure all students benefit from the range of strategies available.

KEY AREAS FOR DEVELOPMENT	ACTION INTERVENTION	FUTURE STEPS	FUNDING ALLOCATION
<p>Data Tracking and Provision Mapping</p>	<p>Falconer is committed to personalised learning. To enable this to happen, accurate assessments which identify SEN and defects in literacy and numeracy are now in place.</p> <p>Data tracking is used rigorously across the whole school and identifies all underachieving pupils. As disproportionate number of these are disadvantages pupils. The subsequent interventions are based on the underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school.</p> <p>The high profile of disadvantaged pupils amongst staff, pupils and parents and carers ensures that all are aware of the needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils.</p> <p>In order to be able to identify provision for these students provision maps have been set up which enable us to monitor the interventions being used to support vulnerable groups</p>	<p>In order to better access the impact of the various interventions used to support disadvantaged students we are developing an impact measure to regularly assess success of targeted interventions</p>	<p>£0</p>
<p>Effective Teaching and Learning</p>	<p>All staff recognise and accept that the vast majority of pupils' progress comes from good teaching and learning on a day to day basis. There is, therefore a major drive for independent learning, the development of students leading learning and clear assessments that support learning. Staff training has been focused accordingly</p> <p>The use of TA's to support students with additional needs is supported through the Pupil Premium. These have the added benefit of peripheral support to those with</p>	<p>ALT working at teaching strategies to support vulnerable learners</p>	<p>£12000 for TA Support</p>

	<p>lesser needs.</p> <p>The development of good literacy skills is a whole school focus. Standardised scores on SWAT writing assessments are collected for students in year 7, 8 and 9. These are carefully tracked and monitored by our Literacy Co-ordinator.</p>		
<p>Literacy / Numeracy Support</p>	<p>From our data analysis we have identified a group of students in year 7 and 8 who have arrived at Falconer with considerably lower KS2 levels than those of their peers. This group of students need additional support to accelerate their progress in literacy and numeracy. We have also organised tutor groupings to reflect the learning needs.</p> <p>In order to carry out this intervention we have employed an extra member of staff with Primary experience to deliver a targeted intervention. Each student in the program receives two extra sessions on Lit/Num. These are in place of language lessons.</p> <p>Further we have invested in the Lexia program which is targeted at this group of students.</p> <p>The impact of these sessions is measured in the levels students achieve at the end of year 7 and 8.</p>	<p>Evaluate the impact of these programs through use of provision mapping.</p>	<p>£12000</p>
<p>Guided Reading</p>	<p>Our analysis of data has revealed that those students with reading ages 2 or more years below their chronological age are at significant academic disadvantage to their peers. In order to help them fully access the curriculum we need to improve their reading ability as at Secondary school students need to 'read to learn'</p> <p>We have set up a guided reading program to support these learners and in partnership with parents we have three focused sessions a week when the guided reading program is carried out on a 1-2-1 basis.</p>	<p>Reflection on impact of guided reading program though assessment of reading ages</p> <p>Potential to roll out to increased number of students</p>	<p>£0</p>

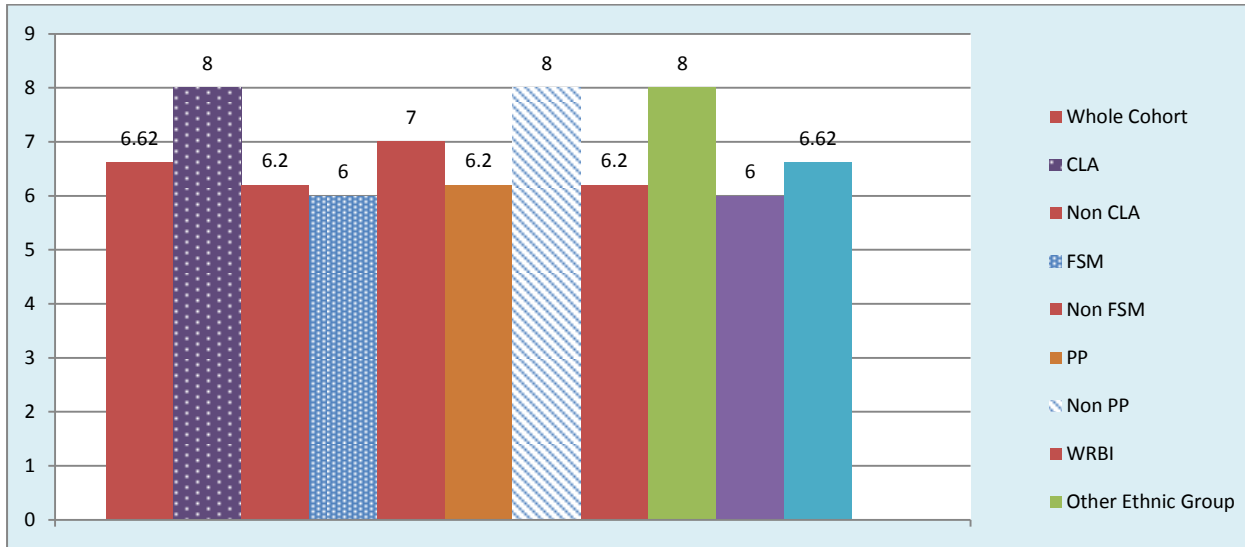
<p>Good attendance</p> <p>There is a direct correlation between outstanding attendance and outstanding achievement. We prompt 100% attendance</p>	<p>Attendance levels for all disadvantaged students are checked and acted upon. Systems are in place to make early identification of issues and need; For Example: Use of AIO to hold targeted sessions with Deputy Head & Pastoral manager and persistent absentees.</p> <p>Rewards for outstanding attendance e.g. tutor rewards, prize giving awards, 100% attendance prizes ('100 club')</p>	<p>Introduce academic mentor to work closely with the families of FSM students to improve attendance and attainment</p>	<p>£1500 for AIO</p>
<p>Strong Careers information, advice and guidance</p> <p>Alternative Provision</p>	<p>Careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experiences placements. Pupils also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational course, one to one interviews, work experience fairs, careers fairs, post 6 information sessions and outside career events. This ensures that all pupils can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16</p>		<p>£2500 for YC</p> <p>£6000 for college courses (ALP)</p>
<p>Counselling</p>	<p>At Falconer we value school counselling and are able to provide a full time service</p> <p>The school counsellors work on a 6 week program of intervention and help us sign post students to external agencies and services</p>	<p>Effective communication between school counsellor and external agencies</p>	<p>£11000</p>
<p>1-2-1 Academic Tutoring</p>	<p>Through careful consideration of student achievement, we identify year 7-11 students who would benefit from one on one academic tutoring in Maths and English. This work is done by teachers, support staff and volunteers.</p> <p>We regularly assess the impacts of these programs through student achievement data</p>		<p>£12000</p>

<p>Social Need</p> <p>Resource Funding</p>	<p>Each year we run a great number of trips. We recognise that FSM students are not always able to go on these trips. We allocate funding to support students with these opportunities.</p> <p>We also support students with a variety of social aspects, whether this be providing, uniform, PE kit or school outings or activities.</p> <p>A resource fund is allocated to ensure that there are no barriers to learning for any student. We provide, printer credits, text books and revision guides for those students in need.</p>		<p>£1000</p>
<p>OAA</p>	<p>This year we have introduced Outdoor Adventure Activities (OAA) into the KS3 curriculum. This follows the primary model of SEAL (Social, Emotional Aspects of Learning) and addresses emotional resilience, team work, developing relationshipsetc</p>		<p>£20000</p> <p>£4000 + £16000)</p>
<p>Fast Forward</p>	<p>Fast forward is a new programme to support our most vulnerable learners in year 7. Identified students take part in a 6 week programme whereby parents and students will be invited to come to after school sessions for literacy and numeracy support.</p>	<p>Review the impact of programme with the aim of providing the provision for new year 7 students.</p>	<p>£1000</p>

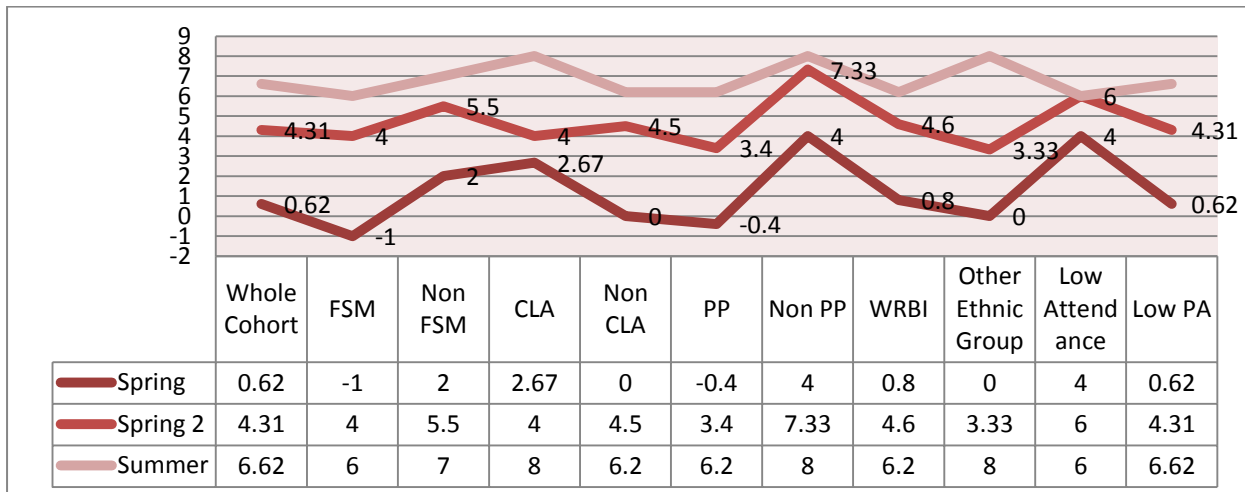
Points Progress from KS2 to Summer Term 2015 – Year 7 English

Students are on target this year if they are making 4 points or more progress. The bar chart below indicates how many points progress has been made by the whole cohort and then broken down by vulnerable groups.

- The whole cohort has made more than expected progress as has every group.
- CLA students are performing better than non CLA students which is not the normal trend and illustrates that Falconer school make excellent provision for vulnerable groups.



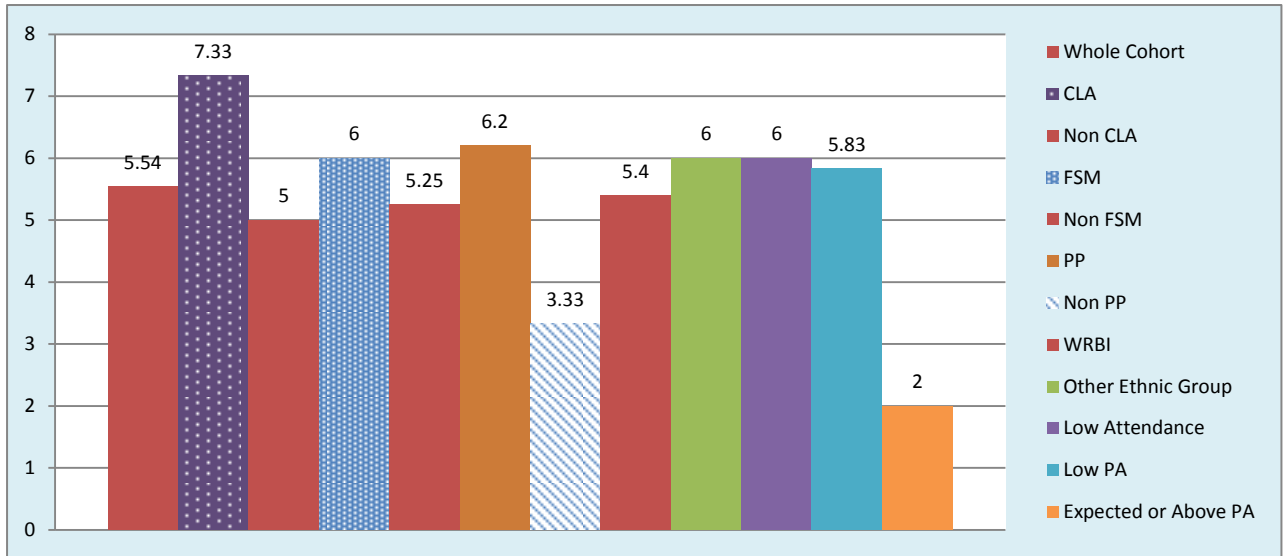
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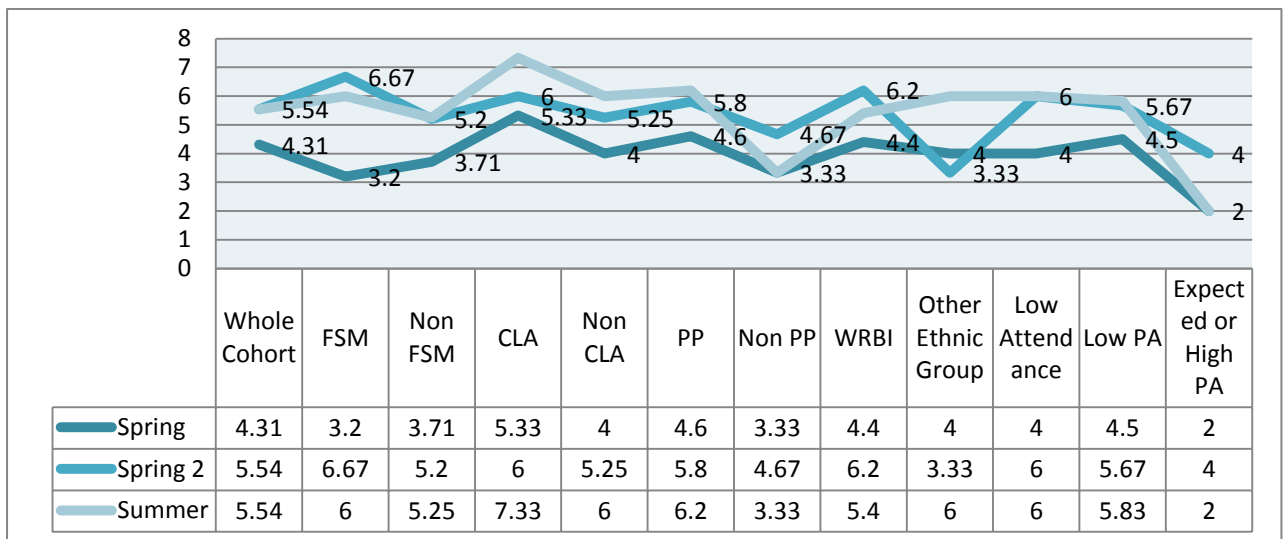
- There has been a rapid rise in progress from the Spring term to the Summer.
- Gaps have been closed with the attainment of vulnerable groups. FSM students have made 6 points progress. CLA students have made 8 points progress and Pupil premium students over 6 points progress.
- Students with low PA (which account for all our current year 7 students) have made excellent progress when considering progression is usually slower for these students nationally.

Points Progress from KS2 to Summer Term 2015 – Year 7 Maths

- We can see from the graph below that vulnerable groups are making excellent progress which is above the 5.54 of the general cohort.
- CLA are making the sort of progress generally seen at the end of Year 8.



Cumulative Data

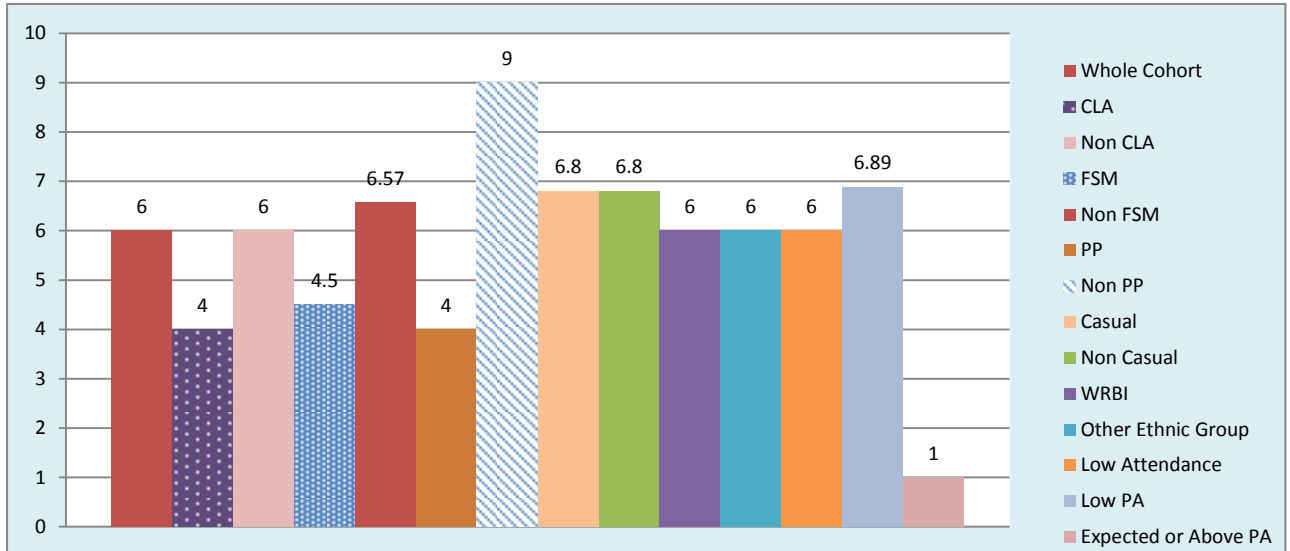


- Students have made progress from the Spring to Summer term in Maths.
- Vulnerable groups have made greater progress than the general cohort with FSM and Pupil Premium students making exceptional progress.
- Students with Low Prior attainment at KS2 are making better progress than the student with expected PA (level 4) which is not seen as a norm nationally and shows that students at Falconer school are given a great deal of help to catch up and do so rapidly in Year 7.

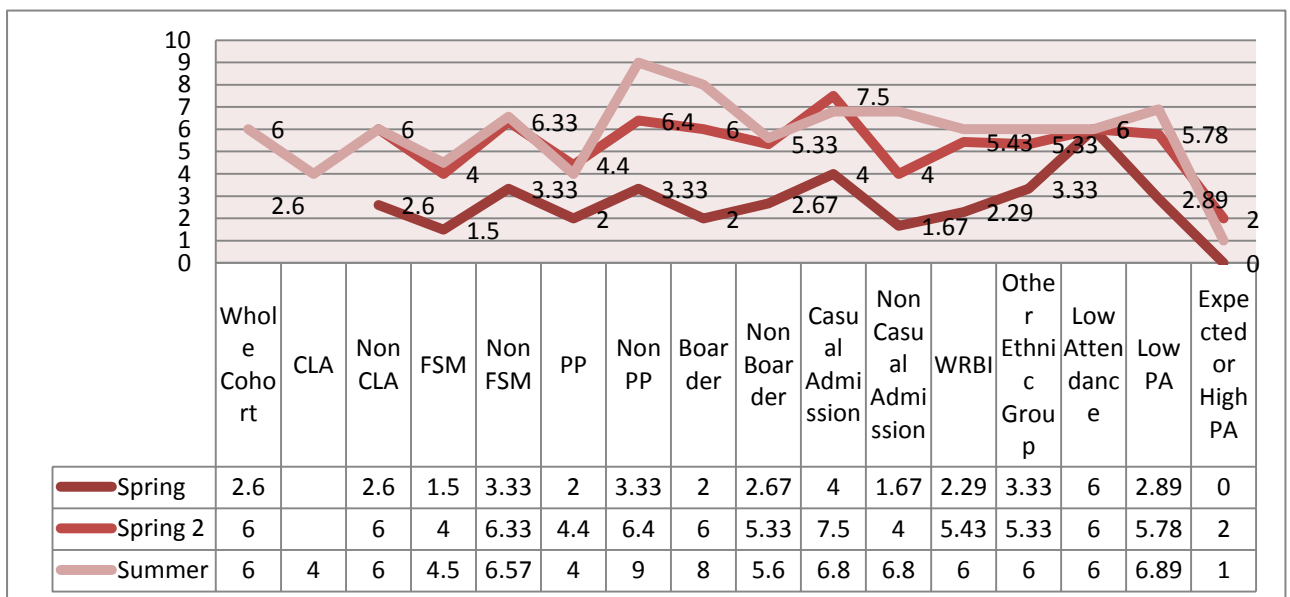
Points Progress from KS2 to Summer Term 2015 – Year 8 English

Students are expected to make 8 points progress by the end of the Summer term.

- Progress has been met by the non-pupil premium students.



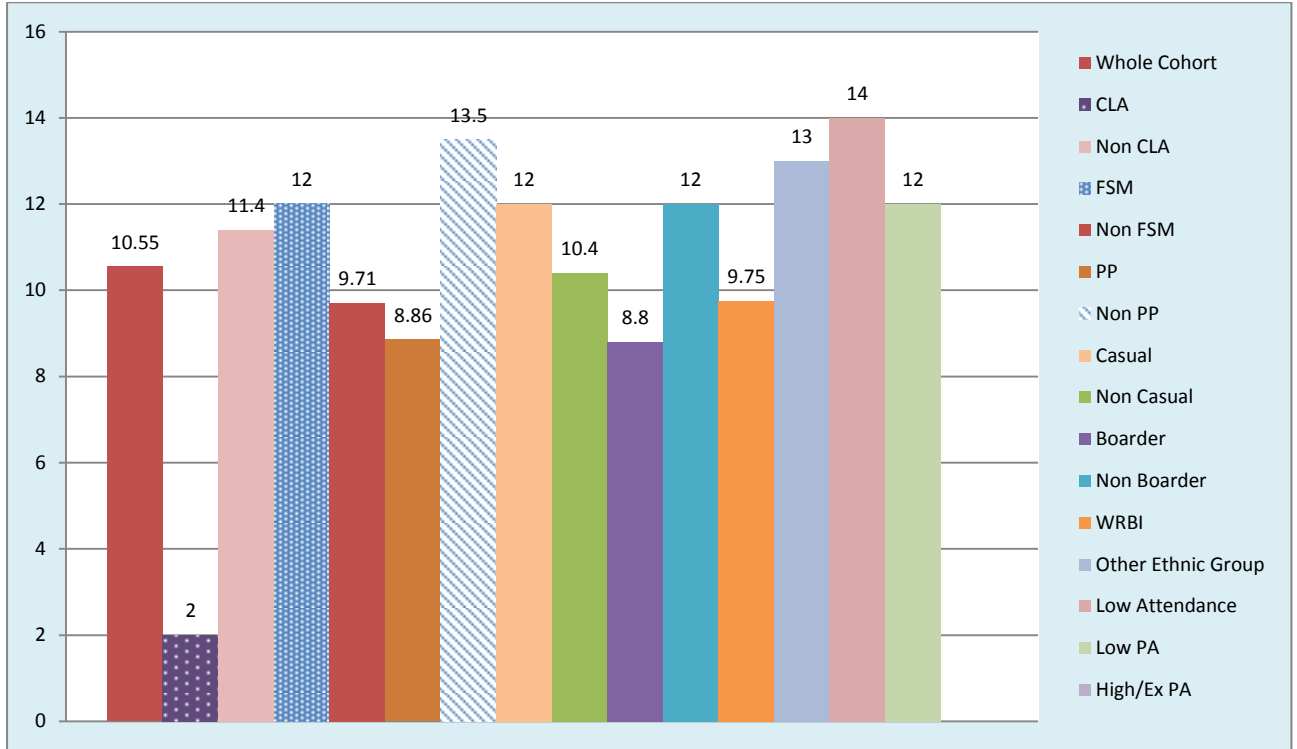
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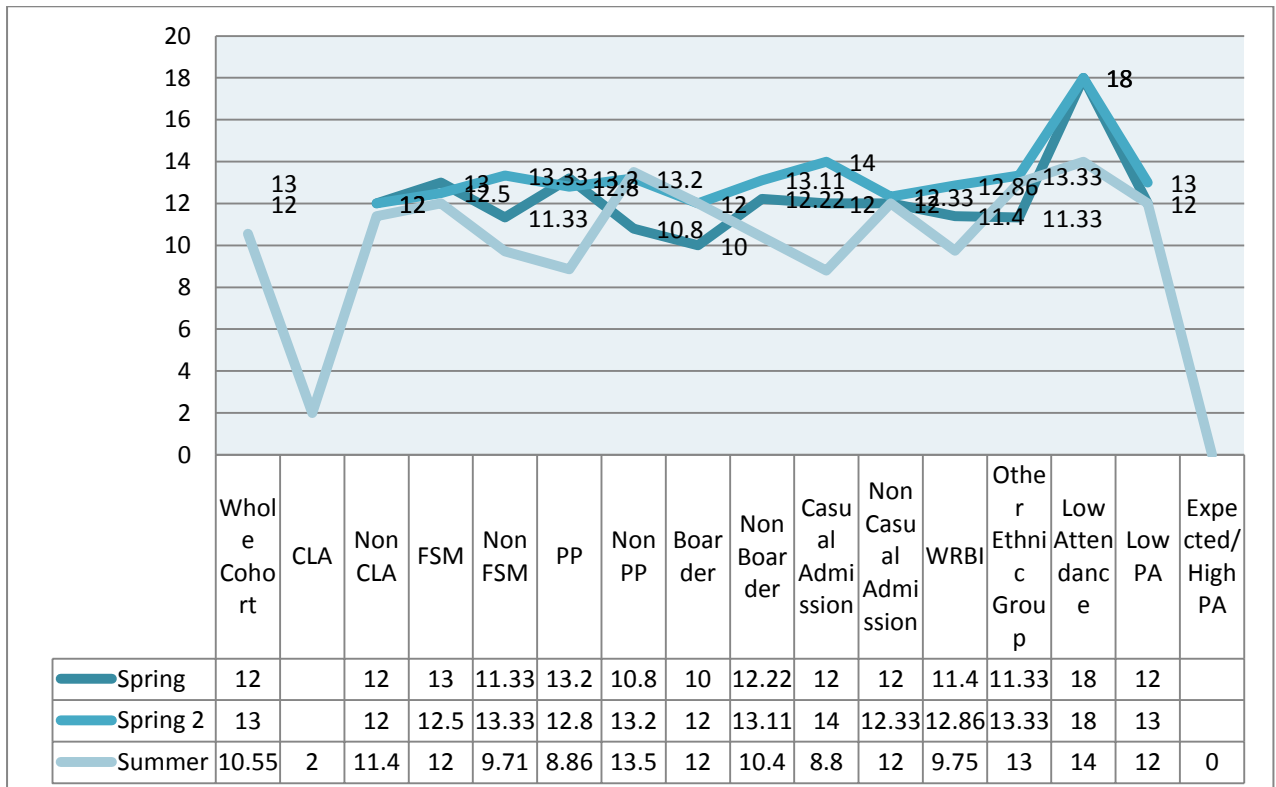
- A lot of progress has been made from Spring to Summer and the gaps are beginning to close with vulnerable groups such as FSM and Pupil Premium – although we acknowledge the full 8 points of progress have not been completed.

Points Progress from KS2 to Summer Term 2015 – Year 8 Maths

- Students have more than exceeded the 8 points progress expected.



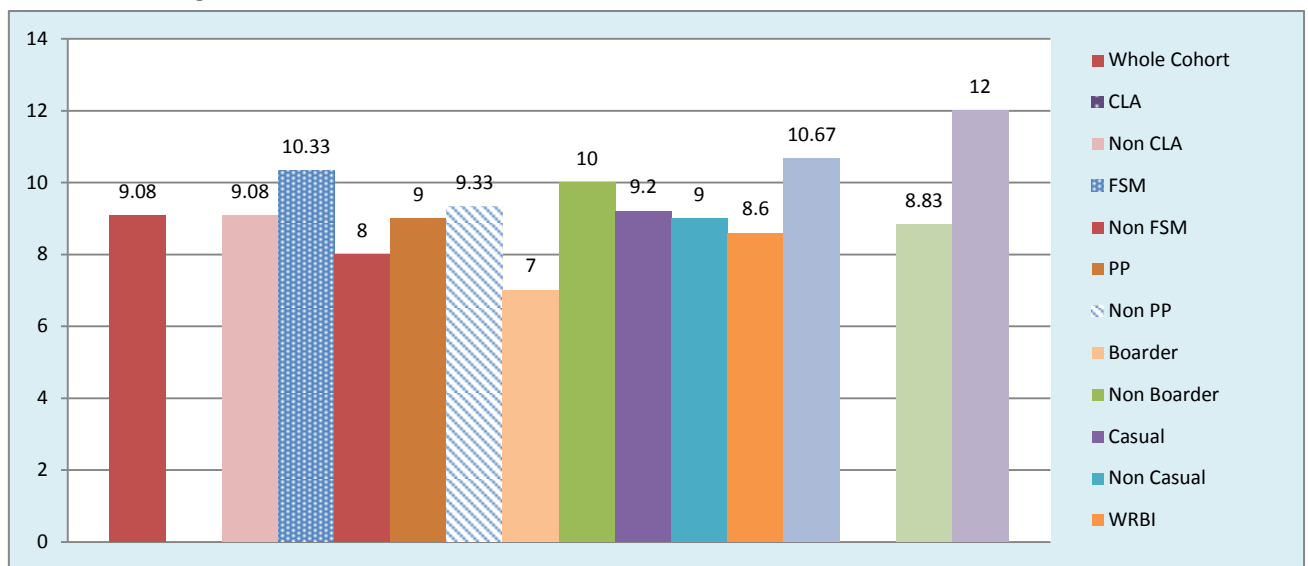
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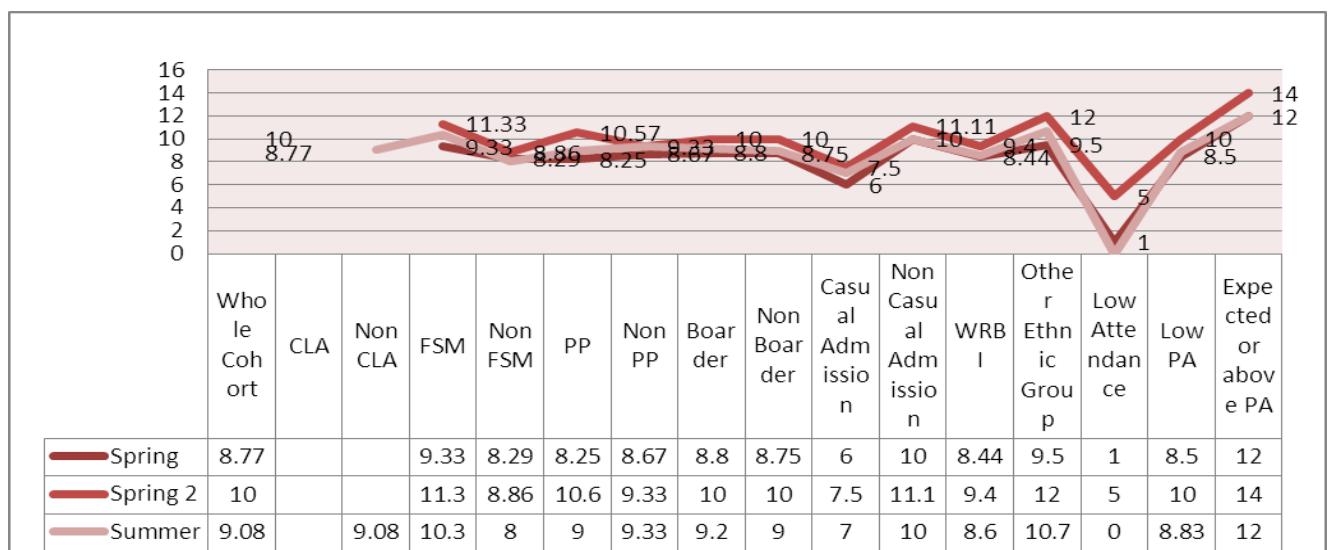
Points Progress from KS2 to Summer Term 2015 – Year 9 English

Students are expected to make 2 levels of progress from KS2 to KS3 (end of Year 9).

- Students have made 9 points progress. FSM have made more progress than the general cohort.
- Casual admission students do not progress as well as non casual admission students which shows that students make better progress the longer that they are at Falconer school.
- Students do very well in Reading at Falconer school. National averages have shown that students make 1.4 sub levels in English Reading from KS2-3 but at our school the average is 10 points progress from a 2A to a 4B which is 1.6 levels. Nationally FSM students do not progress as well as non FSM students which we see on RAISEONLINE and DFE statistics although as we can see below, at Falconer this is not the case.



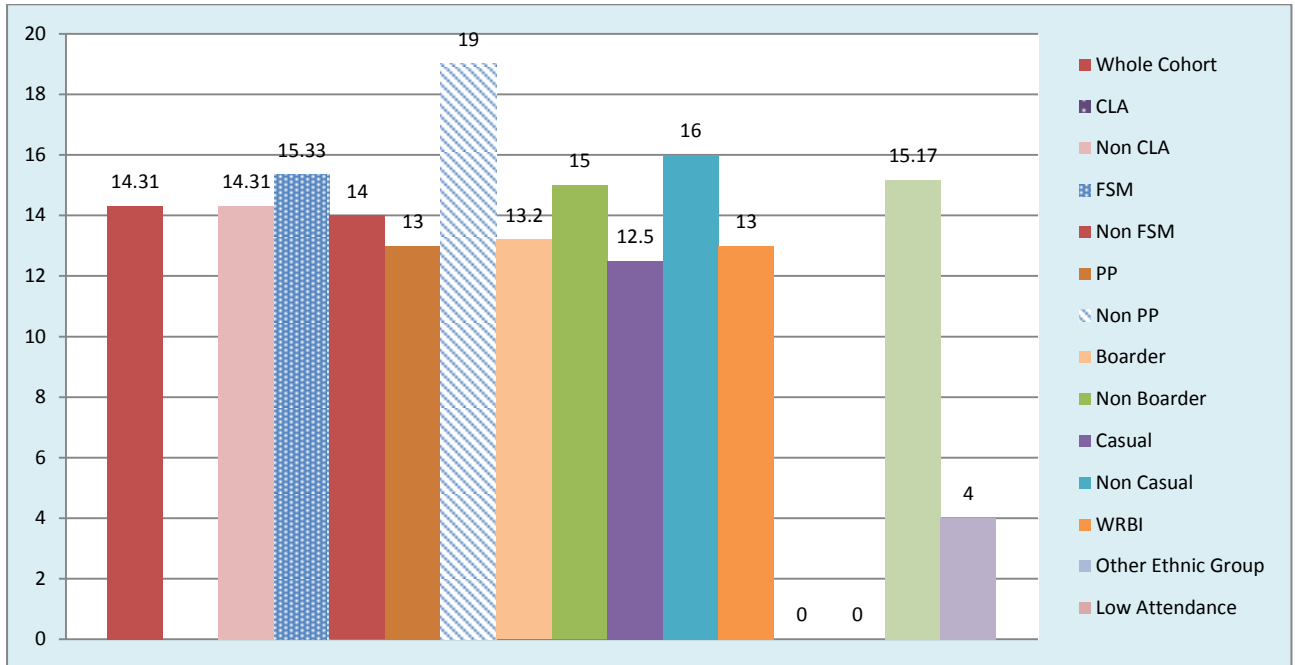
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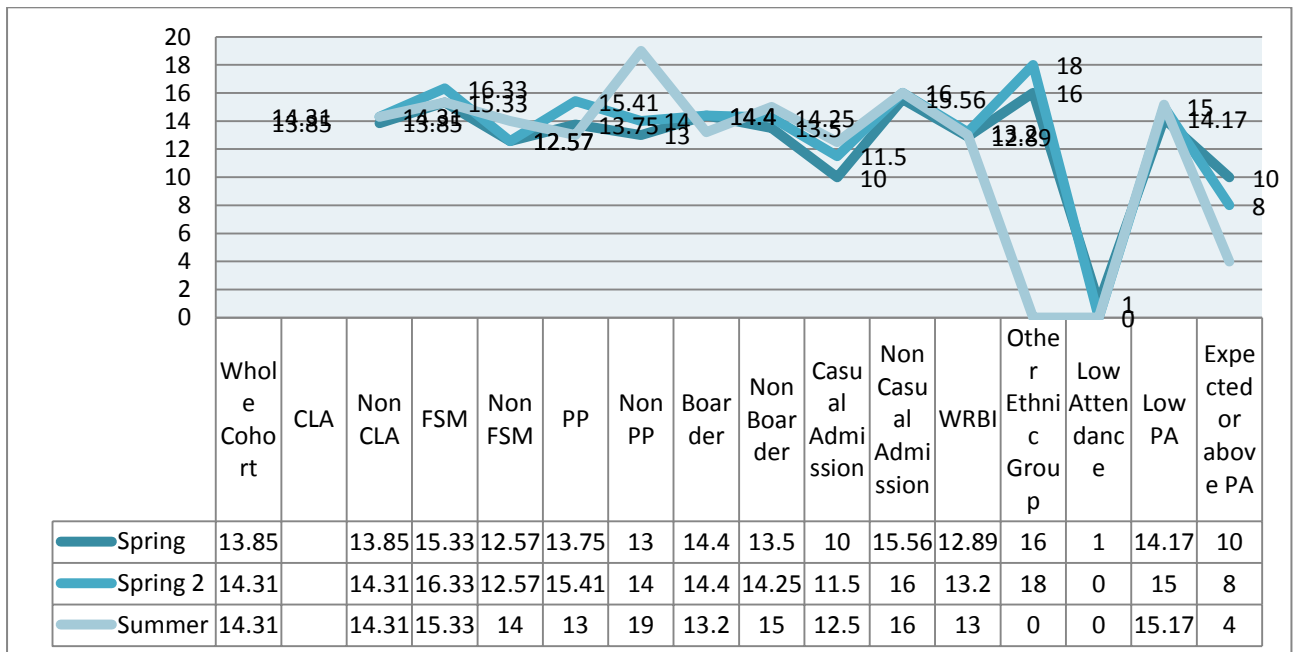
- It has been well documented that students tend to go backwards term on term in Year 9 but as we can see this is not the case at Falconer school.

Points Progress from KS2 to Summer Term 2015 – Year 9 Maths

- Students have exceeded the expected 12 points progress in Maths.
- FSM have performed better than the rest of the cohort.



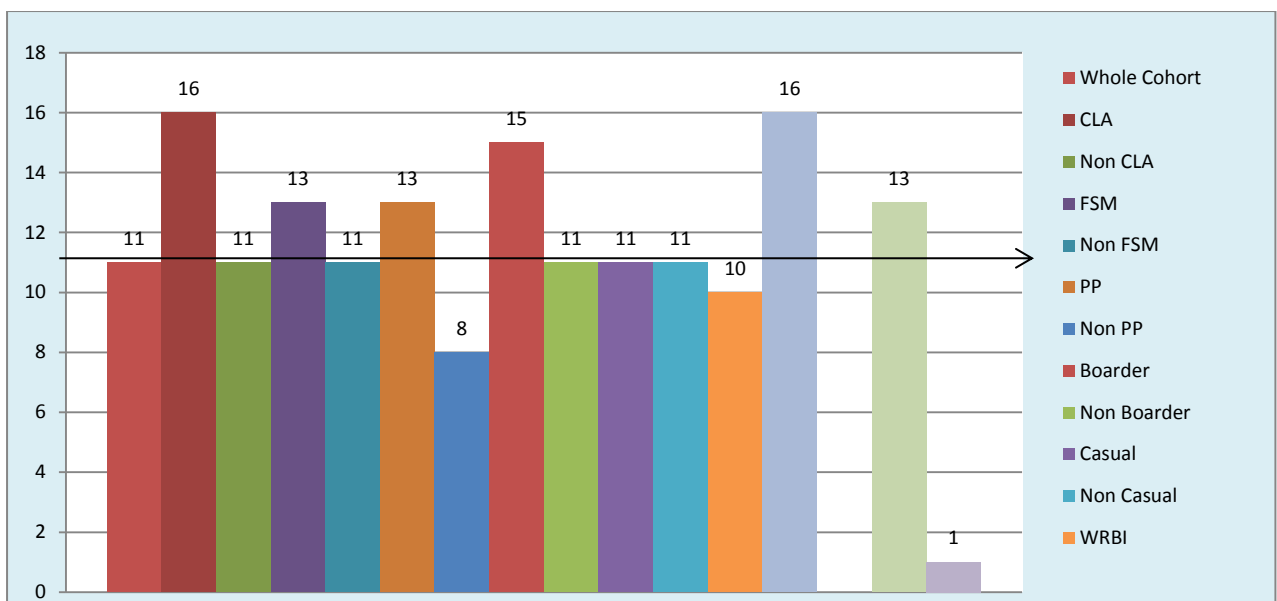
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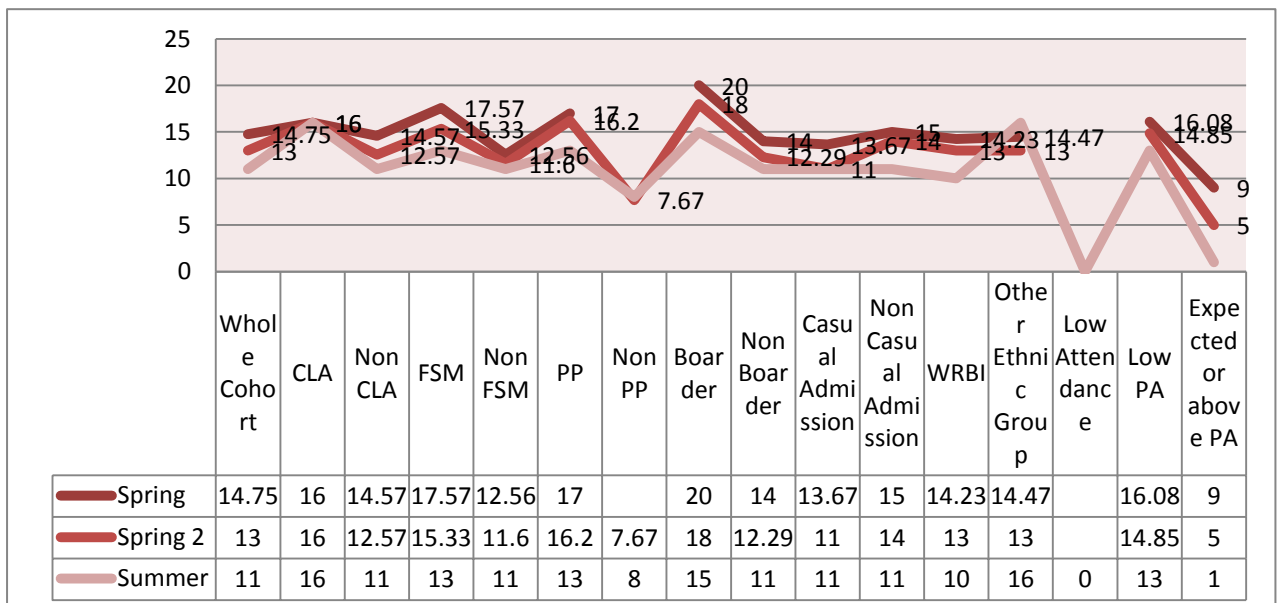
- As we have seen in English, there is not a “dip” in termly assessment as we see in national trends.

Points Progress from KS2 to Summer Term 2015 – Year 10 English

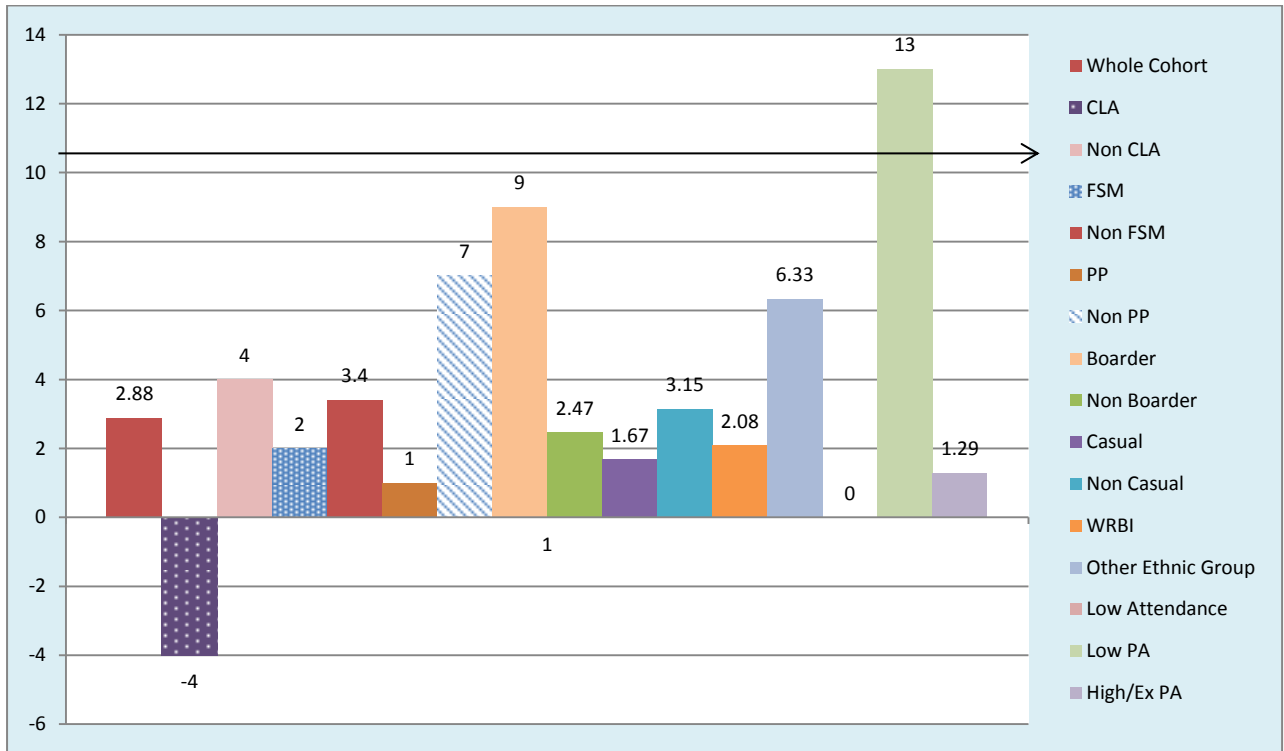
- The key measure is progress from KS2 – KS4. Level 4B = 27 points. 3LoP would make this a grade 'C' = 40 points. Therefore, by the end of year 11 we expect students to achieve 13 points to ensure 3LoP has been made. By the end of year 10, students are expected to make 6 points progress.
- By the end of Year 10 so we can see excellent progress has been made.
- Vulnerable groups are performing at an outstanding level and are outperforming non vulnerable groups.
- Boarders are doing exceptionally well with 15 points progress.
- Lower prior attainment does not hold back Falconer students as it does nationally, in fact it seems to have a positive effect.



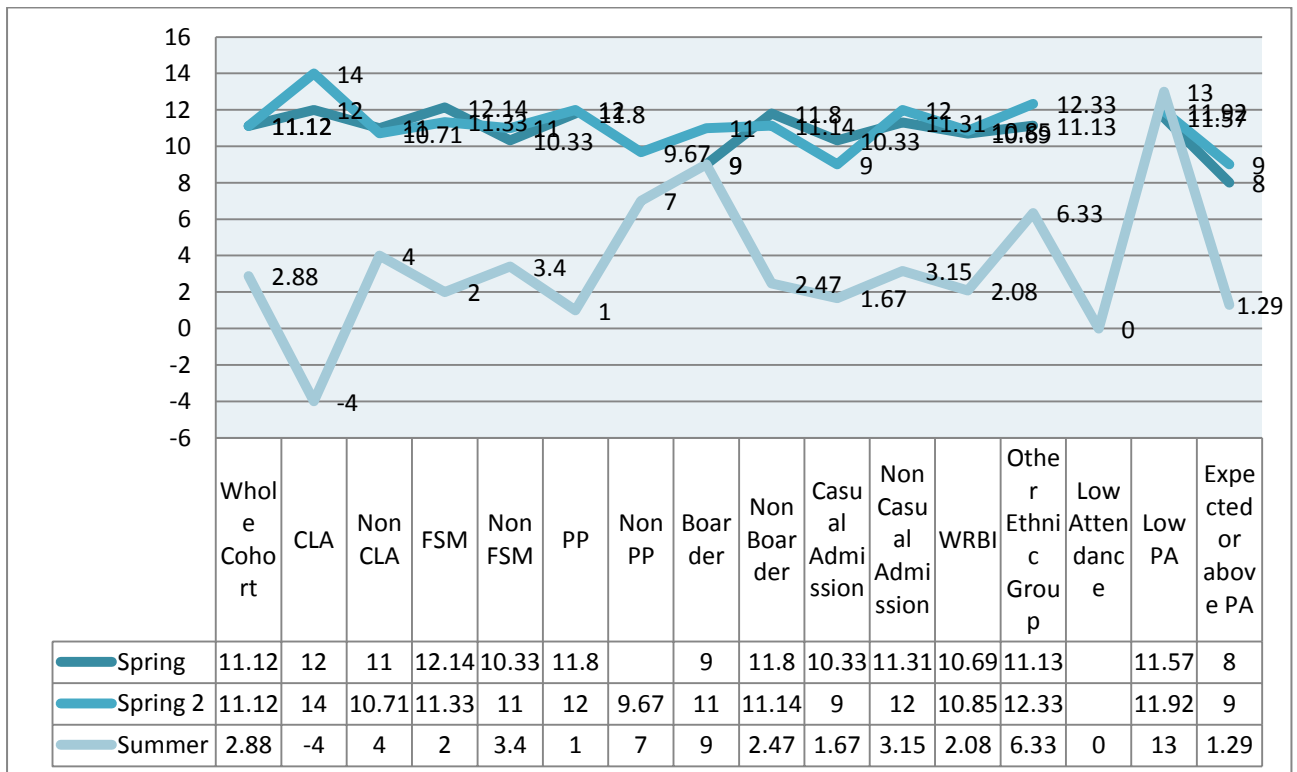
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Points Progress from KS2 to Summer Term 2015 – Year 10 Maths



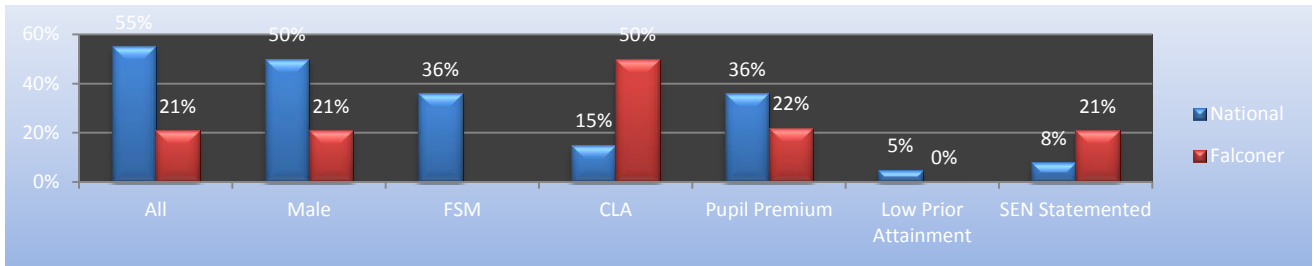
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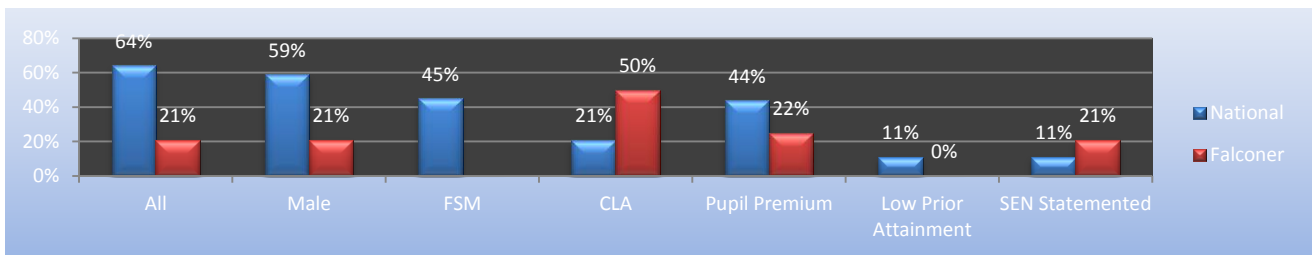
- Students underachieved in Maths because this was their first attempt at a GCSE paper
- School focus on support in all year 11 maths (TA in both classes)
- 1-2-1 support for identified students

Analysis of Year 11 GCSE results

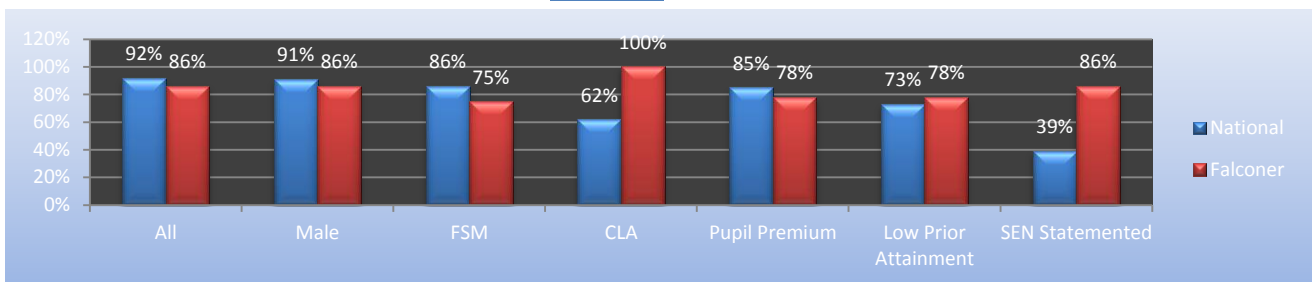
5+ A*-C including Maths and English



5+ A*-C

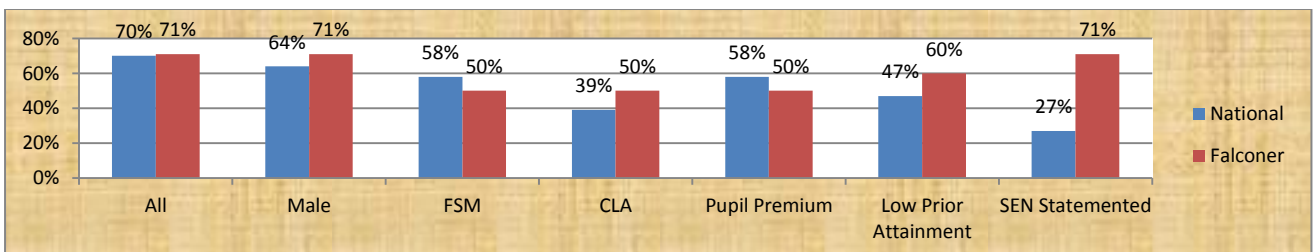


5+ A*-G

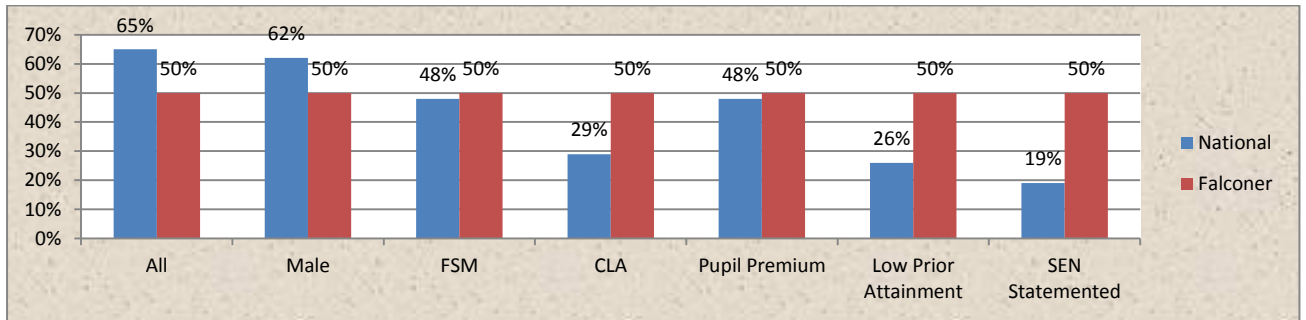


Expected Levels of Progress KS2-KS4 English

The table below shows the expected levels of progress from KS2-KS4 in English. Students are expected to make 3 levels of progress from KS2-KS4. Students who achieve a Level 4 at the end of KS4 are expected to achieve a C at GCSE.



Expected Levels of Progress KS2-KS4 Maths

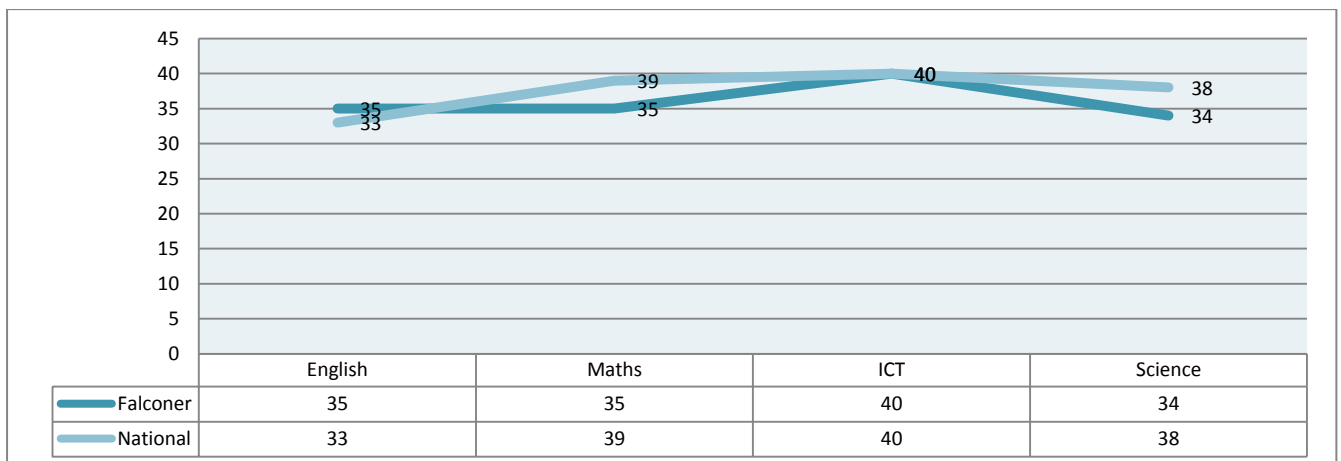


Prior Attainment

Prior attainment is huge factor in affecting performance for students. Students are not disadvantaged at Falconer School by their low prior attainment as gaps are closed during the student's time here.

- 60% of Falconer students with low prior attainment in English go on to achieve expected progress compared to 47% nationally. *This means that Falconer students achieve 21% more than the national cohort.*
- 50% of Falconer students with low prior attainment in Maths go on to achieve expected progress compared to 26% nationally. *Again this means that Falconer students are doing better than the national average, this time by 48%.*

GCSE APS



- Falconer students have a higher APS in English and ICT than the national average which does not take into account the high amount of Pupil Premium Students we have making this figure more remarkable.

Attainment Gaps

Disadvantaged pupils are defined as pupils known to be eligible for free school meals (FSM) or in last 6 years or are CLA.

Attainment gaps are used in national statistics and are also a measure in RAISEonline for the purpose of measuring value added for students. The government is very aware that gaps are needed to be closed for pupil premium students as well as other vulnerable groups such as FSM.

Attainment gaps are calculated as follows: For example, if FSM students nationally achieve 54.4% 5+ A*-C's including Maths and English and the cohort of students who did not receive a FSM achieve 73.1% 5 A*-C then this leaves an attainment gap of 18.7 points.

- Nationally there is a huge gap between students who have a statement of educational needs but as we can see from the graphs above 8% of statemented students nationally achieve 5 or more A*-C including English and Maths compared to 21% at Falconer school which makes a Falconer school +13 points.
- According to national figures 15% of CLA pupils achieved at least 5 or more A*-C including English and Maths, compared to non CLA pupil figures of 56% leaving a gap of 41 points. Falconer CLA Students achieved 50% 5 A*-C including Maths and English compared to 16% Non CLA Students at our school. This means a positive gap of 34 points at Falconer.
- When comparing pupil premium (disadvantaged students) we can see that 36% of students nationally achieved 5 or more A*-C compared to the 62% non pupil premium. At Falconer school 22% of pupil premium students achieved this figure compared to 20% non pupil premium.

